R E P O R T R E S U M E S

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EXTENSION OF MHTE AND PEB FINDINGS AND SERVICES TO SECONDARY TEACHER PREPARATION. APPENDIX A.

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STUDENT TEACHERS WERE EXPOSED TO CLASSROOMS AS TEACHERS PRIOR TO FORMAL STUDENT TEACHING TO MINIMIZE THEIR FEARS OF STUDENT TEACHING. TWENTY-THREE STUDENTS WERE ASKED TO TEACH A SINGLE, PORTER JUNIOR-HIGH SCHOOL CLASS FOR A PERIOD OF 15 MINUTES. EACH TEACHING PRESENTATION WAS FILMED, RECORDED, AND OBSERVED. ON THE DAY FOLLOWING THE STUDENT TEACHING, THE CHILDREN IN THE CLASS WERE ASKED TO FILL OUT THE PUPIL OBSERVATION SURVEY REPORT, AND LATER, RECORDINGS WERE MADE OF THE PUPILS VERBAL EVALUATIONS. CONFERENCES WERE HELD WITH EACH STUDENT TEACHER AND ALL THE OBSERVATIONS WERE INTERPRETED FOR HIM. IN MOST CASES, THE STUDENT TEACHER SAW HIS OWN FILMED PRESENTATION. THE STUDENT TEACHERS HAVE REPORTED THEY WERE GLAD THEY HAD TAKEN PART IN THE TEACHING EXPERIMENT. RELATED REPORTS ARE AA 000 026 THROUGH AA 000 031. (GD)

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APPENDIX A

EXTENSION OF MHTE & PEB FINDINGS

AND SERVICES TO SECONDARY TEACHER PREPARATION, APPENDIX A

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What we call the Porter Project evolved because secondary teachers had no exposure to classrooms as teachers prior to student teaching. There were many people involved directly and indirectly through their thinking and observations before I came up with the idea of the 15 minute teaching period at Porter. Throughout the project the entire staff of the Counseling and Assessment Division of Research and Development has constributed ideas, time and effort to make things run smoothly. Dr. Fuller, by sharing her reports, making observations and suggestions, and by letting me observe her way of doing things (film feedback, conferences, teaching), has been directly involved. I kept in close contact with Dr. Bown through conferences and by notes. He was encouraging and outlined some of the things he hoped would come out of the project. He, with Mr. Connelly and myself, showed us his way of giving a film feedback to a student teacher. Soon after I thought of the 15-minute period for teaching, I talked with Dr. Bennie. He expressed some doubt about the wisdom of such an undertaking but added, "I'm not telling you not to do it."

My major concern in the Research and Development Center has been the Porter Project which involved 23 student teachers from Mrs. Judy Blanton's Educational Psychology 332E. These student teachers taught at Porter Junior High School for a period of 15 minutes each, three in each class. During the teaching Mrs. Sheila Whitesides and Mrs. Judy Garrard made notes about the teaching and what went on in the classroom

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outside the range of the camera. At the same time the cooperating teacher and myself observed the teaching. Each teacher was filmed and tape recorded. Immediately following her teaching, each student teacher was asked to respond in writing to the question: "What were you thinking while you were teaching?" This is a continuation of stimulated recall research exploration. On the day following the student teaching, the children were asked to fill out the Pupil Observation Survey Report. No comments were allowed prior to this report. Following the report, the cooperating teacher asked the children to evaluate the student teacher verbally. Their responses were recorded.

To date all 23 student teachers have received a test interpretation and whatever comments regarding their teaching that seemed appropriate in that context. Fifteen of the teachers later saw their films, evaluated themselves, and heard my reaction. In order to familiarize other college personnel with CARD activities, Mr. Richard Connelly participated in thirteen of the fifteen feedbacks, Dr. Bennie was present once and Mr. Soderbergh once. The reactions of teachers have been that they were glad that they had the nerve to take part in the teaching experiment.

During the arrangements for this pilot effort, I had conferences with Dr. T. P. Baker, with Dr. James Hubbard, and with Dr. Richard Bowles and Mr. Ernest Cabe. A conference with Mr. M. R. Davis at Porter, who was leaving town for two weeks, shifted the arrangements for the project to Mr. Floyd Travis, who was enthusiastic and helpful. Conferences were held with Mrs. Nixon and with Mrs. Weeks, the cooperating teachers. Numerous small, and what may seem like insignificant details, were

anticipated. For example, arrangements were made to clear one classroom all day so filming could proceed without transporting equipment from room to room and without disturbing the regular routine of the school. As it became evident that the project was in motion, Lynn Jackson of the CARD staff asked for certain information to be used in research regarding interaction of teacher and pupil social class.

The decision to ask the children for their oral evaluation and the recording of their evaluations was made on the spot. Pertinent statements of the children were passed on to the student teachers.

Following the actual teaching, I have given Mrs. Blanton feedback on various student teachers. In the same way, Mrs. Blanton has talked with me about things she saw in her classroom that might be helpful to me or that I could use if it became appropriate to do so. After I had completed all the test interpretations except four, I realized that Mr. Connelly would be willing to help with some of the evaluations. He did four test interpretations and has been involved in film feedback conferences. On November 23, Dr. Ira Iscoe will help with a film feedback. Dr. T. P. Baker plans to participate in a film feedback next week. The plans (not yet confirmed) are to show a film to all secondary principals within the month. I have, in two cases, conferred with Dr. Kinneavy and shared with him information regarding two of the teachers in the project who are also taking his course. This information was given to him in the hope that he may reach them in his own special way.

Two films, a conference and a student teaching filming, were shown to the principal, Mr. Davis and to Mr. Travis. They were ready to hire the student teacher on the spot and were especially glad to know that her experience at Porter had contributed to resolving her previous indecisiveness about teaching.

In addition to this major project, I have been to Reagan High School for a conference with Mr. Hill at the request of Dr. Pilgrim in order to obtain clearance for filming and to establish a better contact for her there. In conference with Mr. Connelly we evaluated four student teachers (D) from their tests in preparation for a conference with Dr. Pilgrim. Later, I talked with Dr. Pilgrim and the decisions were made as to which cooperating teachers would be most suitable for student teachers. Dr. Pilgrim later referred one of these student teachers that we were concerned about to me. She came for counseling about her student teaching.

In conference with Mr. Joe Steffan at University Junior High School, we talked about research and what he knew about the personnel in the Austin Public Schools with whom we may be working in the future.

With Dr. Fuller, Mr. Hefner and others, I participated in a conference in September in which 24 Metz Junior observers were assigned to cooperating teachers. Previously I had written test interpretations for eight of the student teachers involved.

Dr. Van Atta and I are interested in finding out whether the students in his class can differentiate between the themes of 8th grade students whose reading scores on a standardized reading test fall in the second, fifth, or the eighth stanine. I asked the teacher to ask the children to "write a theme about a teacher who had a discipline problem and then tell how you think she should solve it." (These themes show a wide range of thinking as well as writing and spelling ability).

I have conducted Mrs. Blanton's two classes of E.P.332E once each

and she has asked me to talk to them again after Thanksgiving. I met Dr. Van Atta's class last week and talked about what to look for in a junior high school. Mrs. McClurg asked me to take her class for one hour and I talked to them about classroom fears. (Her students are presently teaching).